



Preparation Checklist for School Coordinators

NAEP 2009

Timeframe	Task
June to September 2008	Schedule the NAEP Assessment <input type="checkbox"/> Place NAEP assessment date on the school calendar
September to October 2008	MySchool Website <input type="checkbox"/> Register your school on the MySchool website (http://www.mynaep.com) <ul style="list-style-type: none"> • Use the MySchool registration ID received by email on August 19, 2008 <input type="checkbox"/> Complete the School Data Collection Form by August 28, 2008)
October to November 2008	Student List Submission <input type="checkbox"/> Prepare and submit a list of senior (grade 12) students from your school <ul style="list-style-type: none"> • Follow instructions from the MySchool website on formatting the list in a Microsoft Excel file • Compile a complete list of students enrolled in grade 12 <input type="checkbox"/> Submit the list via E-file on the MySchool website no later than October 31, 2008. <input type="checkbox"/> Check that the E-file was approved
October 2008 to January 2009	Parent Notification <input type="checkbox"/> Download the Parent Notification Letter Template (MS Document) from MySchool website <input type="checkbox"/> Do not alter language of the Idaho parent letter template but customize the following: <ul style="list-style-type: none"> • Add school letterhead • Add date sent and signature <input type="checkbox"/> Notify all parents of selected students, including new enrollees (students enrolled after the E-file deadline) <input type="checkbox"/> Mail or fax (208-334-2632) the dated-and-signed parent letter to your NAEP State Coordinator <input type="checkbox"/> Give dated-and-signed copy of the parent letter to NAEP representative at the pre-assessment visit
October 2008 to January 2009	Use <i>The Best Practices for Improving Twelfth-Grade NAEP Participation to Increase Motivation</i> <input type="checkbox"/> Locate the hard copy of the Guide that was sent to you (Late October thru Middle November) <ul style="list-style-type: none"> • The Guide is also available on-line from your MySchool page <input type="checkbox"/> Review the information in the Guide and discuss it with your principal <input type="checkbox"/> Work with teachers to make sure they understand the importance of NAEP <ul style="list-style-type: none"> • Share the PowerPoint presentation and the video <i>Introducing NAEP to High School Teachers</i> • Use the talking points for principals to teachers to answer questions about NAEP • Share the <i>Measure Up</i> Newsletter with teachers • Explain how NAEP data is used at the state-level <input type="checkbox"/> Motivate students to participate and do their best on NAEP <ul style="list-style-type: none"> • Share the PowerPoint presentation and the video <i>Introducing NAEP to High School Students</i> • Use the talking points for principals and teachers to students to answer questions about NAEP • Post an article in the student newspaper regarding NAEP • Consider incentives to encourage students to show up and do their best on NAEP • Recognize students that participate in NAEP
November 2008 to January 2009	Prepare for the Pre-Assessment Visit <input type="checkbox"/> Reserve a space for the NAEP field staff to work during the pre-assessment visit <input type="checkbox"/> Receive the package of pre-assessment materials, then <input type="checkbox"/> Review the package of pre-assessment materials

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November 2008 to January 2009	<p>Prepare for the Pre-Assessment Visit – Continued</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the Student Information Report from the package and make the following corrections directly to the report: <ul style="list-style-type: none"> • Collect any missing demographic information • Review student demographic data for accuracy • Determine if there have been any changes in students identified as Students with Disabilities (SD) and/or English Language Learners (ELL) • Identify which students, if any, have withdrawn or graduated, are ineligible because they do not attend classes onsite, are foreign exchange students, or who are neither enrolled nor attend the school in the grade to be assessed • Keep track of additional students in the sample that have been identified as SD or ELL to share with the NAEP field staff at the pre-assessment visit <input type="checkbox"/> Distribute SD and ELL Questionnaires to the appropriate school staff and collect completed forms before the pre-assessment visit <ul style="list-style-type: none"> • A questionnaire is provided in the package for each student in the sample who has been identified as SD or ELL • Make sure SD questionnaires are completed for students on a 504 plan who need testing accommodations • The person that is most familiar with how the student is assessed on the state assessment should complete the questionnaire • Refer to <i>A Guide for Completing the Students with Disabilities (SD) and English Language Learner (ELL) Questionnaires</i> for questions on how to complete the questionnaires • An on-line version of the questionnaire is also available (http://www.naepq.com) • Print the SD/ELL Online Questionnaire Summary, if online questionnaires were used <input type="checkbox"/> Complete the logistics questionnaire <input type="checkbox"/> Print a current list of students enrolled in the selected NAEP grade that includes first names, last names, and birth dates, just prior to the pre-assessment visit
January 2009	<p>Pre-Assessment Visit</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the <i>Best Practices for Improving Twelfth-Grade NAEP Participation</i> and discuss your strategies for motivating students to participate in NAEP <input type="checkbox"/> Give the NAEP field staff all of the materials listed below: <ul style="list-style-type: none"> • Printed list of students currently enrolled in the selected grade • Corrected NAEP Student Information Report • Completed SD and ELL Questionnaires • Print out of the SD/ELL Online Questionnaire Summary, if applicable • Dated copy of the parent notification letter <input type="checkbox"/> Provide the NAEP field staff with space to review materials <input type="checkbox"/> Meet with field staff after they have completed their paper work to: <ul style="list-style-type: none"> • Verify withdrawn and newly enrolled students • Determine accommodations for SD and ELL and identify where and when testing sessions will take place • Receive the school questionnaire • Decide time of day the assessment should take place (requires an uninterrupted 90 to 120 minutes) • Finalize assessment day logistics
January 2009 to Scheduled Assessment Date	<p>Prepare for Assessment Day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distribute the school (i.e., principal) questionnaire <input type="checkbox"/> Reserve a work space for the NAEP field staff to use on your school's assessment date <input type="checkbox"/> Reserve space for the assessment sessions (including accommodated sessions) <input type="checkbox"/> Notify students and teachers of the assessment <ul style="list-style-type: none"> • Make sure students and teachers understand the importance of NAEP • Send a student list to teachers, so they know what students have been selected to participate, where the sessions are located, and what time to send the students <input type="checkbox"/> Keep the NAEP Storage Envelope in a safe place

Timeframe	Task
Scheduled Assessment Date	<p>Assessment Day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have the NAEP Storage Envelope available for the NAEP staff when they arrive at the school <input type="checkbox"/> Provide a work space for the NAEP field staff an hour and a half prior to the scheduled assessment time <input type="checkbox"/> Remove or cover educational materials in classrooms that could aid students in test-taking (multiplication tables, graphic organizers, etc.) <input type="checkbox"/> Request classroom teachers or other school personnel to remain in the room during the assessment sessions <ul style="list-style-type: none"> • All school personnel who observe an assessment are required to sign a letter ensuring confidentiality • School staff members can complete their own work in the room during the assessment, the NAEP field staff will administer the assessment <input type="checkbox"/> Make sure all sampled students arrive promptly at the designated assessment rooms; provide reasons for absence of missing students so that absences may be coded accurately <ul style="list-style-type: none"> • If less than 90% of the sampled students are present, then a make-up session will have to be scheduled • Withdrawn and SD/ELL excused students are not included in the denominator to calculate the 90% <input type="checkbox"/> Complete a short interview about the NAEP assessment <input type="checkbox"/> Schedule a make-up session if necessary
March to June 2009	<p>Follow-up Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hold a make-up assessment if necessary on or before March 6, 2009 <input type="checkbox"/> Complete a short quality-control call from the NAEP field staff (only twenty-five percent of schools assessed will be called) <input type="checkbox"/> Retain the NAEP Storage Envelope and destroy the contents on the date listed on the front of the envelope <input type="checkbox"/> Mail the postcard confirming that the materials have been destroyed

Please contact your NAEP State Coordinator, Bert Stoneberg, if you have any questions or concerns regarding NAEP 2009 at bert.stoneberg@osbe.idaho.gov or (208) 332-1587.